

Title II of the Higher Education Act Intuition Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	William Jewell College		
Institution Code	6941		
State	Missouri		
Number of Program Completers Submitted	35		

Number of Program Completers found, matched, and used in passing rate Calculations ¹	35				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Art: Content Knowledge	133	1			93	93	100%
Biology: Content Knowledge, Part 1	231	1			66	65	98%
Elementary Education: Content Knowledge	241	26	24	92%	1615	1536	95
Mathematics: Content Knowledge	061	3			105	91	87%
Music Education: Content Knowledge	113	2			100	98	98%
Social Studies: Content Knowledge	081	1			272	261	96%
Spanish: Content Knowledge	191	1			33	28	85%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2000-2001 Academic Year					
Institution Name	William Jewell College					
Institution Code	6941					
State	Missouri					
Number of Program Completers Submitted	35					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	35				Statewide	
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				53	53	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	35	32	91%	3086	2929	95%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				309	307	99%
Aggregate - Performance Assessments						

Summary Totals and Pass Rates⁵	35	32	91%	3612	3452	96%
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¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **247**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **37**

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

7 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

7 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **17**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **6.4/1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was 30 hours. The total number of weeks of supervised student teaching required is **15**. The total number of hours required is **500** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The purpose of the teacher education programs of William Jewell College is to provide an organized, integrated system of quality courses and other developmental experiences for the preparation of elementary and secondary teachers within the context of a Christian liberal arts education. The programs are designed to emphasize both the development of human values that enhance the quality of interpersonal relations and the skills necessary for effective instruction.

2. Educational Philosophy

The teacher education programs of William Jewell seek to assist the student in the development of the personal characteristics for responsible citizenship, a Christian life style, and effective professional teaching competence. The faculty believes that effective teaching is most likely to result from the development of these attributes in the individual preparing for the teaching profession. Our stated conceptual framework is the belief that a William Jewell preservice teacher is a reflective practitioner who demonstrates leadership skills by building on students' prior experiences to achieve specific learning goals through an interdisciplinary curriculum.

Responsible citizenship involves becoming competent in the use of written and oral communication, critical thinking, and inter-personal relations skills; understanding universal social, political and economic problems; gaining an appreciation of science and mathematics and their technological applications; valuing one's historical, literary, artistic and musical heritages as they relate to the present and future; and obtaining self and societal awareness of the necessity for maintaining lifelong, effective personal health and recreational habits. Our stated conceptual framework is:

The development of a Christian life style is enhanced by the availability of opportunities (1) to experience the full dimensions of Christian faith through teaching, worship, and daily life on campus; (2) to acknowledge that all truth is of God; (3) to maintain an openness of mind and spirit in understanding and applying Christian faith; (4) to exercise Christian intellectual and moral values; and (5) to have maximum responsibility for one's behavior in order that values may be internalized rather than be dependent upon external rules.

Effective professional teaching competence develops as one acquires the knowledge, attitudes, understandings and skills needed for the diagnosis of pupil needs and interests, the assessment of pupil development and learning, the comprehension of educational reading and research, the development of a personal philosophy of education, the systematic utilization of technology and methods of instruction in practical experiences with children from diverse cultures, and competence in one's chosen teaching specialty.

3. Conceptual Frameworks

Prior Knowledge- All students enter college with a unique knowledge base as a result of their own varied past experiences, interests and capabilities. The General Education Program as well as the Teacher Education Program at William Jewell College builds upon the unique strengths of students to help them attain their frequently changing educational goals.

Interdisciplinary Curriculum- Because the General Education Program is interdisciplinary and a priority of the Teacher Education Program is curriculum integration~ preservice teachers are encouraged to see how whole systems function and interact. The focus is on the liberal arts (breadth and versatility as opposed to specialized study) and the connection of the liberal arts to teaching.

Reflective Practitioner- Reflective practitioners develop knowledge through cognitive skills, understanding childhood and adolescent development, and developing their ideologies of effective teaching. Preservice teachers reflect upon professional knowledge through the Teacher Education Program at William Jewell College and they apply that knowledge by conducting observations, investigating appropriate practice, reflecting on the situation, and apply an apropos theory and theorist.

Leadership Skills- Small, private liberal arts colleges are in a strong position to contribute to the development of leadership and William Jewell College is uniquely equipped to do so. For that reason, “Teachers as Leaders” is an important part of the conceptual framework for teacher education at William Jewell.

4. Program completers who teach in the private schools and out of state

Private Schools:	0
Out-of-State:	2